



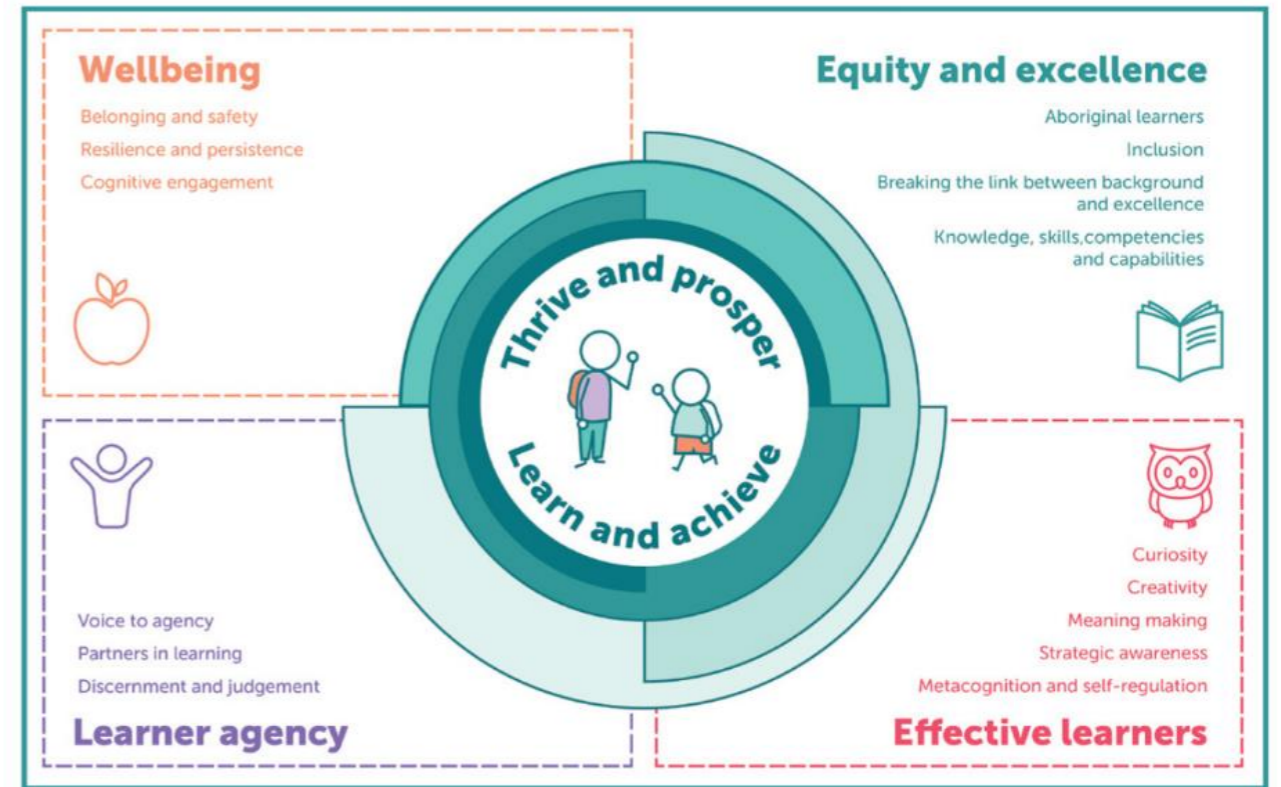
Site Learning Plan 2025



Woodside Primary

Vision Statement/Context statement/Statement of purpose:

“Learners have a say and own what they learn and how they learn, they are active partners in learning and make considered decisions about the way in which they learn.”



Area(s) of Impact:

- Equity and excellence
- Wellbeing
- Learner agency
- Effective learners



Goal 1: Learner Agency

Goal Statement – *To empower students to undertake ownership of their learning by actively contributing to learning intentions, setting personal learning goals, and assessing and monitoring their progress.*

Indicators of Growth:

- Students are focused, interested, and able to articulate their learning.
- Students can identify their learning styles and the dispositions they bring to their learning.

How do we work differently? (Disposition)

- Foster a classroom environment that encourages student voice and choice in learning activities.
- Implement regular reflection sessions where students assess their progress and set new goals.
- Provide opportunities for students to co-create learning intentions and success criteria with teachers.

Impact on Learners (Capabilities)

- Students will feel more connected to their learning and take greater responsibility for their outcomes.
- Increased student engagement and motivation as they see the relevance and personal connection to their learning.

Actions to Support Our Goal:

Professional Development:

- Provide training or learning opportunities for teachers on strategies to enhance learner agency and integrate student voice in the classroom.

Student Goal-Setting Forums:

- Conduct learning forums or opportunities to teach students how to set effective, achievable learning goals and monitor their progress.

By taking these actions, we will cultivate a community where students are empowered, engaged, and active contributors to their learning and school culture.



Goal 2: SA Curriculum

Goal statement – *To become familiar with the South Australian (SA) Curriculum and begin implementing the SA Mathematics curriculum in all classes, while also familiarising teachers with the SA English and Science Curriculum.*

Indicators of Growth:

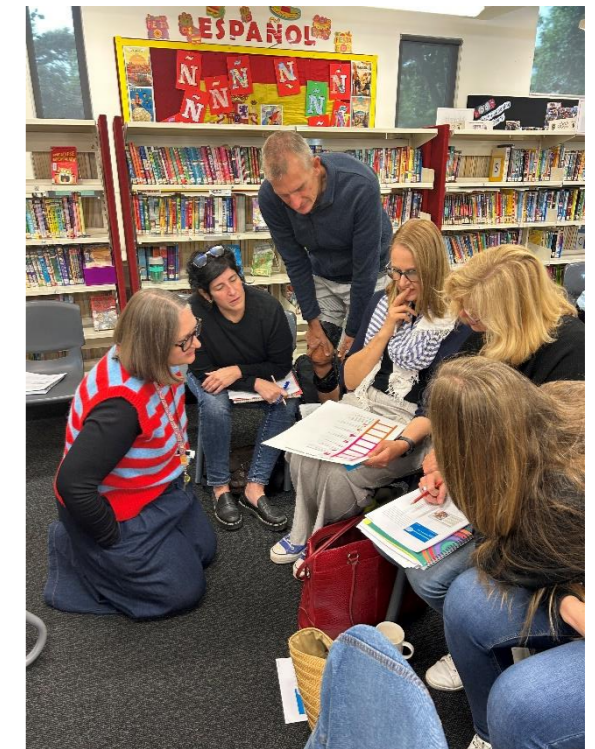
- All teachers are using SA Mathematics Curriculum in their teaching.
- Teachers begin to familiarise themselves with the SA English and Science with Specialist Teachers focused on their curriculum areas. (LOTE/PE/Music)

How will we work together differently?

- Transition from using Australian Curriculum to SA curriculum with a focus on developing students' capabilities and dispositions.

Impact on Learners:

- Students will develop positive dispositions towards maths, fostering resilience to embrace new learning, investigate, and be curious.



Actions to Support Our Goal:

Professional Development

- Provide training or learning opportunities to help teachers understand and implement the SA Maths Curriculum effectively.

Curriculum Planning Meetings

- Schedule regular meetings/PLC sessions for teachers to collaborate and share strategies for integrating the SA Curriculum into their lesson plans.

Resource Development

- Create and distribute resources that align with the SA Maths Curriculum to support teachers in their implementation.
- Review resources being used for instance Maths Chats.

Peer Support, Mentoring and Teacher capacity

- Create a mentoring system (teachers observing teachers) where teachers support each other to build teacher consistency and capacity across the site.
- Buddy our school site with Nairne Primary School to build Professional Learning Communities (PLCs) that focus on curriculum implementation and teacher pedagogy.
- Build communities that share and provide feedback our curriculum delivery, implementation and high impact teaching strategies.

Focus on Capabilities and Dispositions

- Integrate activities that build students' capabilities and positive dispositions towards learning, particularly in mathematics.



By taking these actions, we aim to ensure a smooth transition to the SA Curriculum, enhancing the learning experience and fostering a culture of curiosity and resilience amongst students.

Goal 3: Well-Being

Goal Statement – *To continue building on the Zones of Regulation (ZOR) work from 2024 and establish dedicated wellbeing areas to support students' emotional and social development.*

Indicators of Growth:

- ZoR is visible and actively utilised in all classrooms.
- Students can articulate their feelings and identify the zone they are in, acknowledging that all zones are acceptable.

How will we work differently?

- Integrate ZoR into daily classroom routines and activities.
- Develop and maintain dedicated wellbeing areas in the school to support emotional regulation and reflection.

Impact on Learners:

- Students will develop greater emotional awareness and self-regulation skills.
- Enhanced ability to communicate feelings and manage emotions positively, leading to improved social interactions and learning outcomes.

Actions to Support Our Goals:

Professional Development

- Provide training or learning opportunities for teachers on effectively implementing ZoR strategies and creating supportive classroom environments.
- Maintain whole school agreement on ZoR curriculum implementation.

Classroom Integration

- Ensure ZoR tools and resources are accessible in all classrooms, with regular activities to reinforce emotional regulation skills.

Wellbeing Areas

- Establish and maintain dedicated spaces within the school where students can go to reflect, regulate, and recharge.

Student Conferencing

- Conduct learning forums or learning opportunities to help students understand and practice identifying their emotions and corresponding zones.

Parental Involvement

- Engage parents by providing information and resources on ZoR to support consistency between school and home.

By implementing these actions, we aim to foster a supportive environment where students feel empowered to understand and manage their emotions, contributing to their overall wellbeing and success.

